

Inspection of Welcome Nurseries@Leyland

Hastings Road, Leyland, Lancashire PR25 3SP

Inspection date: 23 February 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are at considerable risk in this nursery. Leaders do not ensure that all staff are suitable to work with children before allowing them to undertake children's personal care routines.

Leaders' expectations of what children can achieve are not high enough. Educational programmes are not well planned or sequenced. They do not give children the skills and knowledge they need for the next stage in their development. Activities lack challenge and depth and do not promote a love of learning. As a consequence, the environment is chaotic and unorganised. Children do not behave in a positive manner and often push and hurt their friends. The noise level in the pre-school room is overwhelmingly loud. Children, particularly those with a speech and language delay, are unable to engage or concentrate. Therefore, they do not make the progress they are capable of.

Children have adapted well to the changes due to COVID-19. They understand that their parents no longer enter the playrooms. Children arrive happy and confident to enter the nursery with staff.

What does the early years setting do well and what does it need to do better?

- On the day of inspection, required documents, such as qualification certificates for the new manager, were not available. The arrangements for supervision, coaching and mentoring are weak. Leaders do not provide accurate feedback to help staff to improve their knowledge and skills. They identify a range of training courses for staff to complete. However, the list is overwhelming and not specific to their individual needs. For instance, leaders do not ensure that staff caring for babies have received the appropriate training to do so. This has a negative impact on the quality of care and education that children receive. That said, the new manager has some action plans in place to help her to improve the quality of the nursery. However, these are yet to be implemented.
- The curriculum intent is unclear and poorly implemented. Leaders do not have a good understanding of what they want children to learn. Staff do not plan interesting and exciting activities that build on children's prior knowledge. For example, during a letter recognition activity, most-able children are not sufficiently challenged. This means they lose interest quickly and lack the motivation to learn. Consequently, children demonstrate poor behaviour and a short concentration span.
- Support for children with special educational needs and/or disabilities (SEND) and those who receive additional funding is poor. There are occasions when children with SEND are left to occupy themselves for a long time. Targeted learning plans in place to support children with SEND are not accurate or

measurable. Additionally, they are not reviewed for significant periods of time. This means staff do not have a good understanding of children's next steps in learning. Leaders do not use additional funding, such as early years pupil premium, for children it is allocated to. This does not help to narrow the gaps in learning and puts children at a significant disadvantage.

- The key-person system in the baby room is not effective. There are some days when babies do not have a nominated key person due to staff shift patterns. Staff caring for babies on these days do not know them well enough. They do not have the information they need to meet their individual learning needs. This means activities in this room are not focused on what children need to learn next and lack any real purpose. That said, children in the other rooms have lovely bonds with their key persons.
- Partnerships with parents are weak. The two-way flow of information between staff and parents is inconsistent. Parents are not aware of important information about their child's development, such as targeted support plans. They are not supported to extend children's learning at home. This does not promote the continuity of care and learning for children. That said, parents report that children are happy and settled at the nursery.
- The children in the toddler room have more opportunities to engage in learning. Overall, the room is calmer and quieter. Staff teach children how to distinguish between 'big' and 'small'. They sing familiar songs that excite children and encourage them to join in. Children learn to role play different parts of songs with their friends. This helps to promote children's speaking skills.

Safeguarding

The arrangements for safeguarding are not effective.

The procedures for safe recruitment are weak. Leaders fail to check the suitability of new apprentices working at the nursery. They incorrectly assume that training providers carry out the appropriate checks. Leaders allow these staff members to change children's nappies. This compromises children's safety. That said, staff and leaders have a good understanding of the signs and symptoms of abuse. They know the procedures for referring concerns about a child's welfare. Staff have a secure understanding of the indicators that a child or family may be at risk of being drawn into extreme behaviours. Leaders keep up-to-date risk assessments to ensure the environment is safe for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

ensure safe recruitment procedures are followed and obtain Disclosure and Barring Service checks for all staff	06/04/2022
implement an effective key-person system in the baby room that ensures babies' individual learning needs are met	23/03/2022
implement effective procedures for supporting children with SEND to ensure they make progress in their learning	23/03/2022
implement robust procedures for supervision, coaching and mentoring to raise the quality of education to a good level	23/03/2022
ensure staff working with babies have received the appropriate training	06/04/2022
improve partnership working with parents to ensure they are aware of children's targeted learning plans and how these can be promoted at home	06/04/2022
ensure leaders implement a broad and interesting curriculum that builds on children's prior knowledge.	06/04/2022

Setting details

Unique reference number	2589092
Local authority	Lancashire
Inspection number	10225602
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	44
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01772623709
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries@Leyland registered in 2020. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the regional manager, the manager of the nursery and the inspector. Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022